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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on writing across the curriculum is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

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Learning Package #50

Writing Across the Curriculum

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Writing Across the Curriculum

by Dawn Kelly

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

Lecture

The phrases "writing across the curriculum," "writing to learn," "writing in the content areas," and "process writing" are likely to evoke the following kind of response in many teachers:

> We have an add-on curriculum. Someone is always suggesting that we add this or that to what we are already doing. And we are to complete everything in the same amount of time. No one ever suggests that we take something out of an already packed course. And now we hear that we should add writing to science, social studies, and math. It's ridiculous. Now they want us to do the English teacher's job in math class (quoted in Hightshue, p. 725).

Teachers of all grade levels, but especially secondary teachers, point with frustration to time constraints, overcrowded classrooms, students' expectations, other teachers' views, and the pressure of national and state testing requirements, even if they personally are enthusiastic about writing across the curriculum. (Leopold, p. 744).

In the light of these negative reactions and, more particularly, the discomfort experienced by many content-area teachers when they feel that they are made to assume the role of "writing/reading" teacher, this lecture will first consider the ideas fueling the impetus to "write across the curriculum," in order to allay some common misconceptions. It then will look more pragmatically at ways of incorporating writing into areas where it occurs infrequently.

Under the influence of John Dewey, Progressivism spread through schools in the twenties, thirties and forties. Curricula became interdisciplinary, project-oriented, and centered on student and community experiences and concerns. Across the board, reading and writing became an integral part of the learning experience (Yates, p. 6).

In the fifties, Dewey's ideas were found to lack rigor. The United States was seen as lagging behind in educational practices, and there was a return to more traditional ideas and methods. By the early eighties, however, studies again charted a decline in reading and writing skills (*A Nation at Risk*, 1983) and a debate arose between those calling for "back-to-basics" and those, stimulated by James Britton and John Dixon, advocating greater freedom of interaction between learner and subject (Yates, 7). "Writing across the curriculum" was born.

The premise of the movement is that "writing increases what students learn from their reading" (Gere, p. 621). Writing becomes a way to explore the learning process; writing is seen as discovery of what is known and not known, and how and why this is the case. Rather than entering the classroom at a late stage as a recitation or demonstration of known facts, writing occurs at every stage of the learning process.

Edward Jenkinson's article, "Learning to Write/Writing to Learn," lists a number of steps which can be incorporated into any classroom setting, content area or otherwise:

1. Prewriting activities or **exploration**--brainstorming, jotting down ideas, listing facts, thoughts, collecting information, organizing ideas
2. Writing a draft
3. Peer-review or **peer-evaluation**--testing out ideas, in written form, on classmates
4. Revising--using peer evaluations and reconsidering original ideas and organization
5. Editing--concentrating on style, spelling and grammar (depending on level of class)
6. Writing final draft
7. Publishing

(adapted from Jenkinson, p. 14).

Jenkinson's guidelines focus primarily on the more formal kind of written assignment. However, these basic steps, or modifications of them, may be used in various disciplines even if writing is not usually a central component of the class.

Both elementary and secondary teachers can incorporate learning logs, reading notes, and journals into any curriculum. These tools allow students "to describe and explore their own experiences and to record their opinions, impressions, insights, questions, musings, feelings, or interpretations regarding class topics, discussions, or readings" (Yates, p. 12). As Joanne Kurfiss points out, students who write notes or respond in writing to subject matter are less likely to show apprehension at writing later in their careers (p. 4). These students will retain more knowledge because they haven't simply memorized information; they have absorbed the stages of learning as a **process** which is interactive and on-going, or recursive. Instead of learning as a product-oriented, "yes/no," "right/wrong," "never never" experience (Jenkinson, p. 712), learning in writing is a process-oriented act of self-growth through the discovery of knowledge.

Teachers involved in a summer seminar, the Cumrnins Engine Foundation Writing Project (Hightshue; Leopold), covered the spectrum of responses to writing across the curriculum before they entered the class. They concluded that teachers could

benefit by using writing in their various disciplines. Here are two of their suggestions:

Mathematics--Eighth-graders use learning logs to record their personal goals for a certain period. They explain what they do best and what they have difficulty with, then they work through their own explanations of new concepts and problems.

Science--In a physics laboratory, students state the purpose of the experiment, describe procedures, organization of the data, analyze the data, and draw conclusions (adapted from Hightshue, p. 725).

Frederick J. Abel's article, "Using Writing to Teach Social Studies," suggests further ways that writing can enhance both students' interest and skills--basic and higher level. Abel suggests involving students in the "fun" of writing by transforming "otherwise dry historical facts" (p. 19) into dialogues, diaries and political cartoons. Even these seemingly light-writing activities give the student time to reflect on the subject. In addition, they diffuse much of the anxiety caused by writing only in formal or test situations.

If this seems a daunting proposition, keep the following figure in mind: "Appleby found high school students' writing limited to a paragraph or less in all but about three per cent of their assignments" (Kurfiss, p. 4). Without the support of teachers

outside of the language arts, the level of students writing is unlikely to rise.

To aid those colleagues who have not been trained as writing teachers, Joanne Yates of the National Education Association offers these guidelines for evaluating students' papers:

1. Give positive feedback whenever possible; point out strengths as well as weaknesses.
2. Use personal conferences for difficult or sensitive suggestions for improvement wherever possible.
3. Do not "grade" early drafts; reserve such judgement for final drafts.
4. Create sample "self-critique" sheets to help students guide themselves.
5. Give students some responsibility for evaluating their own work.

(Yates, p. 15).

As the authors of the papers in this learning package indicate, writing across the curriculum does not necessarily have to mean an increase in paperwork for the teacher. It does, however, result in an increase of writing output -- and, ultimately, of writing ability -- on the student's part.

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Encouraging Writing Achievement: Writing across the Curriculum

by Sharon Sorenson

Proponents of writing across the curriculum are quick to clarify that writing to learn is not the same as learning to write; but as flip sides of a single coin, the two support one another. Anne Walker (1988) calls the two parts the "virtuous circle." When content area teachers incorporate writing in all areas of the curriculum—social studies, math, science, vocational education, business, foreign language, music, art, physical education, and language arts—students benefit in three ways: they have a resource for better understanding content; they practice a technique which aids retention; and they begin to write better. (Walker, 1988; Kurfiss, 1985)

How Does Writing Across the Curriculum Help Students?

Across-the-curriculum writing finds its merit in removing students from their passivity. Active learners are active thinkers, and one cannot write without thinking. (Steffens, 1988; Walker, 1988) Thus, incorporating writing-across-the-curriculum techniques tends to change the complexion of the classroom. Teacher-centered classrooms become student centered. Rather than the teacher being the Great Dispenser of Knowledge, filling students' empty heads, the teacher becomes a facilitator, aiding students' understanding. (Self, 1989; Hamilton-Wieler, 1989) Assuming that students gain new knowledge by making associations with prior knowledge, the writing activities commonly used across the curriculum give students the opportunity to make those connections. (Walker, 1988; Self, 1989; Barr and Healy, 1988; Kurfiss, 1985; Steffens, 1988) With the hectic pace of back-to-back 50-minute classes all day, students need the chance to assimilate information, make connections, and face whatever may still confuse them. Hamilton-Wieler (1988) calls this kind of writing "a way into or means of learning, a way into understanding through articulating."

Sharon Sorenson, a freelance writer and consultant on writing, formerly taught writing in high school for twenty-two years.

What Kinds of Writing Make Sense Across the Curriculum?

Many writing-across-the-curriculum assignments tend to differ from typical English-class writing assignments (unless the English teacher also incorporates writing-to-learn techniques). Generally, cross-curricular writing activities fall into two groups:

- Expressive writing appears in learning logs, journals, exit summaries, problem analyses, or peer dialogues, and allows the student to write in his/her own vocabulary without fear of being "corrected."
- Product writing appears in more formal products—essays, test question responses, library papers, and lab reports—most like what students have been taught to create in English class.

Given the difficulty of product writing and given the usual initial discomfort of content area teachers in giving and evaluating product writing assignments, models prove useful. Models that illustrate how to tailor a topic to a specific curricular area help students learn how to address purpose in terms of audience. Models that illustrate discipline-specific language help students learn how to prepare a more focused, deeper response. (Sorenson, 1989; Winchester, 1987; Hamilton-Wieler, 1988)

How Can Teachers Find Time for Writing?

The biggest stumbling block for teachers is their concern for precious class time and how they can cover the book or meet curriculum requirements if they add yet another component to classroom instruction. Generally, proponents agree that when teachers incorporate writing in their content areas, the need for review and the need for reteaching after testing is sufficiently reduced to more than make up the difference. And since expressive writing should never be graded—especially not for grammar or mechanics—teachers do not suffer from increased paper load. (Worsley and Mayer, 1989; Hightshue, 1988; Self, 1989)

Does Writing Across the Curriculum Improve Student Performance?

While hard statistical evidence is scarce, a few studies show positive results. In one study, low-achieving math students using writing-to-learn techniques improved their state competency test results to a greater percentage than did average math students in a traditional classroom. (Gladstone, 1987) A physics teacher saw a steady 3-year improvement in overall grades when writing-to-learn techniques were incorporated. (Self, 1989) Other studies, admitting a lack of hard evidence, nevertheless found attitudinal shifts among students. (Winchester, 1987) Most students experienced lass apprehension about writing and felt they were better writers—writing more varied, more complex, and more mature pieces—after only a year in a school-wide writing-across-the-curriculum project.

Most importantly, however, research supports that writing to learn improves higher-order reasoning skills. (Gere, 1985) As Barr and Healy (1988) summarize the research, a "study of writing achievement across the curriculum attests to the fact that writing improves higher-order reasoning abilities. WAC programs are ideally suited [to achieve these ends,] for they provide the theoretical base for teachers and the instructional strategies that enable students to reformulate ideas from text."

What Kind of Staff Development Has Been Successful?

Some school administrators say they have a writing-across-the-curriculum program "housed in the writing lab." Others say the program is evident in their school newspaper or literary magazine. Still others suggest that writing across the curriculum happens when the English teacher asks students to write a paper about art or the art teachers refer to literature. These examples lack the ingredients of writing across the curriculum. (Walker, 1988; Self, 1989)

When teachers from all content areas incorporate writing activities on a nearly daily basis in all classes, then writing-across-the-curriculum techniques are in place. In order for that to happen, however, teachers need a great deal of preparation. Most teachers outside the university feel uncomfortable as writers, even writing about their own curricular areas. They feel even less comfortable 'evaluating' writing. And some resentment almost always arises over "doing the English teacher's job." (Walker, 1988)

To overcome these problems and address the issues—in short, to make teachers comfortable—most school districts have found a year-long plan for inservice and group dialogue necessary for a successful program. In many cases, participation has been voluntary (Winchester, 1987; Self, 1989), but the rewards have come when participants, observing the enthusiasm and classroom success, have asked for information. In other cases, participation has been mandatory (Self, 1989), but there is some question about a teacher's success if he/she is an unwilling participant.

Barr and Healy (1988) argue that "Schools succeed when the emphasis, by both teachers and students, is on writing and thinking about relevant and significant ideas within the subject areas." Writing across the curriculum accepts writing, the need to develop it, and its role in learning as a human function essential to thinking and communicating.

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ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Language Across the Curriculum

"Language across the curriculum" means basically two things. First, it means that gaining power in all the modes of language—writing, reading, speaking, and listening—must take place in every school course and at every school level, if this growth is to be deep and substantial. This meaning rejects the notion that the diverse uses of language are best learned in specific "skills" courses in, for example, English or speech. Second, "language across the curriculum" stresses the interrelationship of the modes: one learns to write *as* one learns to speak *as* one learns to read and listen. Each ability, therefore, improves to the extent that all are exercised. This second meaning rejects the teaching of, for example, writing or reading in relative isolation from the other. Ultimately, these two meanings of language across the curriculum come together in a third: the inseparableness of language, thinking, and learning. If we do not apply the full range of our language resources to our learning of any subject, then we stifle thought, conscious and unconscious, and so deprive ourselves of more than the most superficial understanding.

History and Theory

Language across the curriculum is hardly a new idea. Teachers in every age have seen that learning flourishes in rich environments that regularly challenge students to manipulate ideas through writing and through talk between teacher and student, parent and child, peer and peer. Furthermore, it has probably never been doubted that the ability to communicate is profoundly connected to the desire to share and acquire knowledge. After all, teachers and textbook writers at all levels have tried to make language instruction "interesting." Model essays, speech and discussion topics, and even workbook sentences—all are presumably chosen (though not always successfully) to excite the wonder and curiosity of the student. Nevertheless, the very fact that so much has been done to fabricate a learning context for language instruction shows that language across the curriculum, if not a new idea, was for a time submerged. Clearly, school curricula became divided—for various reasons—into "content" and "skills" courses, and educators created the circumstances out of which language across the curriculum would have to reemerge as a fresh concept.

Much credit for this resurgence belongs to the British Schools Council Project in Writing Across the Curriculum, which from the mid-1960s onward studied how writing—and talk—were learned and used in schools throughout the United Kingdom. In a series of books (e.g., Britton 1970, and Martin et al. 1976), the Schools Council Project reported that the vast majority of school-based talking and writing was not "genuine communication," in which one person tries to convey new knowledge to another, but was mere giving back of information to the teacher in the role of judge. This "bogus" communication not only limited drastically the student's use of language, but produced dull, inauthentic responses. Conversely, when students were encouraged to write for audiences who would be interested in learning something new from the student (for example, readers of the school newspaper), researchers found the writing more lively and engagement with the topic more intense. Likewise, in language-rich classes, such as science labs where teams of students freely conversed in order to solve problems raised by an experiment, scripts showed that the give-and-take sparked varied language uses, including speculation and argument, plus the desire to repeat experiments or try new ones in order to answer new questions.

In the United States, Janet Emig (1977) reinforced the Schools Council conclusions by bringing to bear on the issue of language and learning the discoveries of linguistics and cognitive psychology. Vygotsky (1962), Kelly (1969), Bruner (1971), and Jaynes (1977) had found close correlation between verbalizing, in speech and writing, and the ability to assimilate perceptions. Particularly important was the recognition that language itself, whether read or heard, could be understood only if the individual translated the messages of others into his or her own words. Thus, conviction of the usefulness of language as a tool of learning grew.

Meanwhile, research on written composition began giving overwhelming evidence of the importance of talk in the development of writing ability. Britton (1967, 1975), in conceptualizing writing as a "process," defined "expressive writing," a form nearest to talk, as the matrix out of which more sophisticated written communication necessarily developed. He and other members of the Schools Council Project, as well as Moffett (1968), gave examples of classrooms in which the cultivation of many forms of discourse led to writing that showed fluency and awareness of audience. Writers such as Macrorie (1977) and Elbow (1973) demonstrated that talk *about* writing, especially within small groups of writers, could spark livelier, more coherent writing. Further studies of the speaking-writing connection have been brought together by Kroll and Vann (1981).

Implications for Teaching: Faculty Training

One meaning emphatically *not* implied by language across the curriculum is that the content area teacher must also become a specialist in the teaching of speech, a specialist in the teaching of writing, and so forth. What is required is that teachers look for ways to increase or vary the language experiances that will help students understand and explore the subject matter of the course. As language-across-the-curriculum workshops continually demonstrate, teachers in every field are already creating language-rich environments. Most of their techniques can be applied rather easily by their colleagues (Fulwiler and Young 1982, Griffin 1982, Thaiss 1983).

Typically, these ideas and practices are disseminated through inservice workshops or institutes. Beginning in the 1970s, federal, state, and local sponsorship of faculty training programs, particularly at the college level, has encouraged language across the curriculum to proliferate in the United States, with special emphasis on the uses and improvement of writing. For K-12 teachers, leadership in language across the curriculum has been taken by the 102 sites of the National Writing Project, which has expanded its inservice network to include teachers in all fields. Summer seminars sponsored by the National Endowment for the Humanities at Beaver College (Penn.) have also contributed to the colleges-schools liaison in writing across the curriculum.

In the cross-curricular course conducted by the National Writing Project sites, faculty training occurs in two reinforcing ways: (1) NWP-trained teachers from different fields, for example, history and physics, conduct presentations on successful language-across-the-curriculum practices in their classrooms; and (2) class members practice writing-and-

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speaking-to-learn techniques, such as learning logs and focused small-group discussions, throughout the semester. Many such courses are set up for the faculty of a single school, to insure the continuing exchange of ideas and often to initiate school-wide curriculum reforms. Though the contributions of language arts and English specialists are almost always important in these faculty-training programs, whether in colleges or schools, most programs are geared toward developing an interdisciplinary focus, with ongoing leadership coming from diverse departments.

Implications for Teaching: Techniques

In accordance with writing-process theory and the pioneering British research, the most successful language-and-learning practices tend to promote relatively unpressured expression, emphasizing techniques that encourage imagination and intuition. Journals and logs, small-group projects, teacher-student dialogues, and role playing are popular devices. Traditional content-area assignments such as research papers and laboratory reports are reinterpreted in terms of process theory, so that the research paper may become an "I-Search" project (Macrorie 1980), with significant expressive writing and classroom interaction, while the lab report may be divided into steps—method, observations, analysis—with each successive portion discussed by class groups.

Student journals of various types have been particularly powerful, and popular, learning tools. Regular writing to record or to analyze speculatively has long been practiced by professionals in many fields; thus, teachers tend to take readily to this form of instruction. In process terms, journals (often called learning logs, reader response logs, or any of a number of other names) encourage and teach expressive writing. Entries can also become the basis for more formal papers, when students' writing is carried through revision and editing stages. As a learning tool, the journal provides ample practice for translation of reading assignments or lectures, as well as labs and other kinds of experience, into the writer's own words; thus the journal can improve reading and listening comprehension (Wotring and Tierney 1982).

Journals are also adaptable to more- or less-structured learning situations. Teachers can make the journal an open-ended daily or weekly assignment, or they can use the journal for speculative answers to specific study questions. Some teachers ask students to sharply focus their entries on analysis of reading, lectures, or experiments; others want their students to exploit the journal's power as an emotional, psychological release (Progoff 1975). Many use the journal, with entries voluntarily read aloud in class, as a spur to class discussion, while other teachers maintain a separate "journal dialogue" with each student in writing (Staton 1984).

The teacher's response to and evaluation of journals, as of other popular language-across-the-curriculum devices, is crucial to their effectiveness. The Schools Council research gave early evidence that expressive writing, like oral brainstorming, would fail if teachers did not continually nurture students' risk taking in analysis or speculation. Using the journal as a facts quiz or marking entries for mechanical errors would defeat its purpose. Guarding students' privacy, by allowing them to withhold certain entries and by never demanding that students read entries aloud, also seems essential. On the other hand, since teachers often find expressive forms new to their students, it is important to show students how to make the most of the freedom to interpret and imagine that these forms offer them.

Implications for Curriculum Change

In most schools and colleges with language-across-the-curriculum programs, change has meant more variety in how language is used and learning accomplished. Where language across the curriculum has affected school programs, this change has taken such forms as increases in team-taught courses, cooperative relationships among sections of English and sections of other subjects, or the use of "writing intensive" courses in content areas to fulfill composition requirements. In some instances it has meant the full interweaving of all language instruction into the learning of such subjects as history, art, mathematics, and science. Full applications of language across the curriculum have been most smoothly undertaken in schools with a history of interdisciplinary planning and in the all-subjects classroom in the elementary grades. In whatever setting it occurs and however deeply it affects structure, language across the curriculum promotes the fruitful, invigorating exchange of perspectives and methods among teachers who all too often have been strangers across the curricular walls.

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ386426
AU: Abel,-Frederick-J.; And-Others
TI: Using Writing to Teach Social Studies.
PY: 1989
JN: Social-Studies; v80 n1 p17-20 Jan-Feb 1989
AV: UMI
DE: Classroom-Techniques; Cognitive-Processes; Creative-Teaching; Elementary-Secondary-Education; Learning-Strategies; Student-Evaluation; Writing-Composition; Writing-Exercises
DE: *Content-Area-Writing; *Social-Studies; *Writing-Across-the-Curriculum; *Writing-Processes; *Writing-Skills
AB: Presents a writing method which allows students to reflect upon issues and ideas and thus encourage understanding and retention of social studies content. Divides the writing process into prewriting, composing, and postwriting, and offers techniques for each element. Includes methods for evaluating student efforts. (LS)

AN: EJ382605
AU: Carr,-Kathryn-S.
TI: How Can We Teach Critical Thinking?
PY: 1988
JN: Childhood-Education; v65 n2 p69-73 Win 1988
AV: UMI
DE: Cognitive-Processes; Critical-Thinking; Elementary-Secondary-Education; Integrated-Activities; Teaching-Guides
DE: *Classification-; *Critical-Reading; *Educational-Games; *Student-Participation; *Teacher-Role; *Writing-Across-the-Curriculum
AB: The need to teach critical thinking skills at all educational levels continues. But teachers should not rely on special courses and tests to do the job. Instead, teachers should create an atmosphere that encourages critical inquiry. Thinking skills activities for various content areas are reviewed. (BB)

AN: EJ368580
AU: Christie,-Frances
TI: Factual Writing in the First Years of School.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n4 p207-16 Nov 1987
NT: Focus Issue: Non-narrative Writing.
DE: Elementary-Education; Expository-Writing; Literary-Genres; Student-Writing-Models; Teaching-Methods; Writing-Across-the-Curriculum; Writing-Exercises; Writing-Skills
DE: *Nonfiction-; *Writing-Instruction
AB: Challenges the view that children should learn to write narratives first and shows how teachers can exploit everyday classroom topics to help children develop control of the kinds of factual writing normally used by adults. (MM)

AN: ED297373
AU: Collerson,-John, Ed.
TI: Writing for Life.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1988
NT: 131 p.
PR: EDRS Price - MF01/PC06 Plus Postage.
DE: Elementary-Secondary-Education; Foreign-Countries; Student-Writing-Models; Teacher-Role
DE: *Writing-Across-the-Curriculum; *Writing-Instruction; *Writing-Processes
AB: A publication of the Primary English Teaching Association of Australia, this book argues that children should be taught how to write in the various genres or kinds of writing that are needed for different purposes. The contributors draw on their own experiences to show how teachers can develop their teaching of writing to realize the full potential of the process approach and at the same time draw upon insights associated with a genre approach. Chapters and their authors consist of the following: (1) "Building on the Process" (John Collerson); (2) "What Are These Genres, Anyway?" (John Collerson); (3) "Read Me Your Story..." (Jennifer Hammond); (4) "Let Me Demonstrate" (Helen Woodward); (5) "Writing in a Family Group Class" (Lee Pledger); (6) "Writing Reports in Year 4" (Elizabeth O'Connell); (7) "The Narrative Genre in Years 3 and 4" (Ross Weightman); (8) "Working with Factual Writing in Year 5" (Dallas Tonkin); (9) "Providing a Balance" (Lorraine Rowles with Jennifer Hammond); (10) "Writing across the Secondary School" (Bill Crowley); and (11) "Writing for Life" (John Collerson). Appended are a guide to factul materials for primary schools, suggested reading selections, and a list of 19 references. (MS)

AN: EJ383418
AU: Dingle,-Doris-D.
TI: Two Alien Tasks: Writing and Writing in a Certain Way.
PY: 1989
JN: Business-Education-Forum; v43 n5 p3-5 Feb 1989
AV: UMI
DE: Secondary-Education
DE: *Business-Education; *Writing-Across-the-Curriculum; *Writing-Skills
AB: Students can learn to write better through work that emphasizes brainstorming, researching and selecting a topic, organizing and drafting ideas, revising and focusing, and editing and proofreading to make writing useful and meaningful. Writing must be integrated into all courses if students are to join the mainstream of the information processing society. (Author/JOW)

AN: ED265503
AU: Douglass,-Malcolm-P., Ed.
TI: Writing and Reading across the Curriculum; Proceedings of the Claremont Reading Conference (52nd, Claremont, California, March 22-23, 1985). Forty-Ninth Yearbook.
CS: Claremont Graduate School, Calif.
PY: 1985
AV: Claremont Reading Conference Yearbook, Harper 200, Claremont Graduate School, Claremont, CA 91711 ($15.00).
NT: 276 p.
PR: Document Not Available from EDRS.
DE: Childrens-Literature; Computer-Assisted-Instruction; Elementary-Secondary-Education; Fused-Curriculum; Interdisciplinary-Approach; Literacy-; Literature-Appreciation; Readability-; Readability-Formulas; Reading-Comprehension; Reading-Instruction; Reading-Processes; Reading-Programs; Reading-Skills; Reading-Strategies; Teaching-Methods; Writing-Skills
DE: *Content-Area-Reading; *Content-Area-Writing; *Reading-Research
AB: The papers included in this book focus on writing and reading across the curriculum. Beginning with an introduction by Malcolm P. Douglass, the book contains the following 25 titles: "Writing and Reading Across the Curriculum" (Malcolm P. Douglass); "A Deepening Understanding of Reading and Writing" (Walter Loban); "The Relationship of Language and Thought, Bilingualism, and Critical Stage Theory to Reading" (McCay Vernon); "Let Students Have Their Say" (Roach Van Allen); "Ways of Knowing and a General Education: What Do These Mean for Reading?" (Paul E. Heckman); "The Search for the Profession of Teaching" (David M. Greene); "Reading, Thinking, and Writing across the Curriculum" (Julie Simpson and Trudy Beck); "Reading Made Easy" (Rosina Spitzer); "Let's Bring Writing and Reading All-the-Way across the Curriculum" (William F. Lucas); "Computers and Literacy" (Stephen Marcus); "Is There an Aptitude for Learning about Computers?" (Robert S. Gable, David E. Drew, Mary S. Poplin); "Learning to Read by First Learning to Write" (John Henry Martin); "Initiation into Literacy" (John S. Caputo and Kevin Durkin); "Children's Literature--Yesterday and Today" (Brian Alderson); "Storytelling: A Bridge" (Wanna M. Zinsmaster); "Puppets and Reading" (Courtaney Brooks); "Using the Arts for K-3 Reading" (Colleen Dyrud); "Learners at Risk: Teaching Thinking" (Richard L. Marquard); "Teaching the American Myth" (Michael E. James); "Lord Chesterfield and the Grand Tour" (Thomas Caughron); "Research on Reading" (Harry Singer); "Predictability and Readability" (Stephen B. Kucer); "Reading Research and Content Area Teaching" (Joan F. Curry); "Handedness and Higher Mental Functions" (Steven R. Wagner); and "Recognition of Merit" (Virginia Kalb). The volume concludes with notes on the conference contributors and an order form for back issues of the conference from 1967 to the present. (EL)

AN: ED265503
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TI: Writing and Reading across the Curriculum; Proceedings of the Claremont Reading Conference (52nd, Claremont, California, March 22-23, 1985). Forty-Ninth Yearbook.
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PY: 1985
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NT: 276 p.
PR: Document Not Available from EDRS.
DE: Childrens-Literature; Computer-Assisted-Instruction; Elementary-Secondary-Education; Fused-Curriculum; Interdisciplinary-Approach; Literacy-; Literature-Appreciation; Readability-; Readability-Formulas; Reading-Comprehension; Reading-Instruction; Reading-Processes; Reading-Programs; Reading-Skills; Reading-Strategies; Teaching-Methods; Writing-Skills
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AN: ED299593
AU: Feeley,-Joan-T.

TI: A Follow-Up Study of the Writing as Process Seminars in the Elementary School. Final Report.
PY: 1988
NT: 29 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Higher-Education; Professional-Education; Program-Evaluation; Surveys-
DE: *Content-Area-Writing; *Professional-Continuing-Education; *Theory-Practice-Relationship; *Writing-Across-the-Curriculum
AB: In order to ascertain the impact of post-graduate course work on curricular practice, a follow-up study was undertaken of the classroom writing practices of participants in the 1987 Writing as Process seminars sponsored by William Paterson College, New Jersey. Seminars were offered in four elementary school districts, each one taught by a William Paterson College instructor and a teacher from the host district. Information for the follow-up study was obtained through surveys, telephone and in-person interviews, and school visits. Results indicated that teachers are making more time for writing in their daily programs and are generally following a process approach. While the middle school teachers are including writing in content areas, the elementary school teachers are more apt to be using writing workshops in their reading/language arts programs. The dissemination of material learned in the seminars has, in general, been limited. Results imply: (1) that teaching such seminars on-site with a college instructor and a knowledgeable teacher from the district can be an effective approach; (2) that the integration of computers into writing programs can be helpful and requires collaboration between computer teachers and classroom teachers; (3) that teachers need support from administrators to implement writing as process teaching; and (4) that school districts can benefit from establishing and maintaining ties with local colleges that are centers for promoting writing. (Four tables of data are included, and an appendix containing the survey instrument is attached.) (SR)

AN: EJ382433
AU: Fulwiler,-Toby
TI: Evaluating Writing Across the Curriculum Programs.
PY: 1988
JN: New-Directions-for-Teaching-and-Learning; (Strengthening Programs for Writing Across the Curriculum) n36 p61-75 Win 1988
AV: UMI
DE: Evaluation-Criteria; Faculty-Evaluation; Higher-Education; Intellectual-Disciplines; Student-Evaluation; Writing-Evaluation
DE: *College-Curriculum; *Evaluation-Methods; *Program-Evaluation; *Writing-Across-the-Curriculum; *Writing-Instruction
AB: The complex and comprehensive nature of writing-across-the-curriculum programs makes them difficult to evaluate. There are some measures of program effectiveness that are easy to collect and others that are worth trying for. (MSE)

AN: EJ391847
AU: Fulwiler,-Toby
TI: Writing Workshops and the Mechanics of Change.
PY: 1989
JN: WPA:-Writing-Program-Administration; v12 n3 p7-20 Spr 1989
DE: Higher-Education; Program-Administration; Secondary-Education; Teaching-Methods; Writing-Instruction
DE: *Inservice-Teacher-Education; *Program-Design; *Teacher-Workshops; *Writing-Across-the-Curriculum
AB: Describes the mechanics of workshops designed to introduce new ideas about teaching with writing to instructors in all subject areas. Focuses on: leader qualities; workshop content; and logistics (setting, size, time, and equipment). (MM)

AN: EJ387275
AU: Ganopole,-Selina-J.
TI: Reading and Writing for the Gifted: A Whole Language Perspective.
PY: 1988
JN: Roeper-Review; v11 n2 p88-92 Dec 1988
AV: UMI
DE: Elementary-Secondary-Education; Language-Experience-Approach; Writing-Composition
DE: *Gifted-; *Reading-Instruction; *Teaching-Methods; *Writing-Across-the-Curriculum; *Writing-Instruction
AB: Reading and writing instruction for gifted students should address their actual use in meaningful contexts. Reading instruction should emphasize use of authentic materials, modified use of basals, divergent student responses, etc. Writing instruction should emphasize writing as a tool for learning, function before form, and opportunities for sharing student writing. (JDD)

AN: EJ391833
AU: Hamilton-Wieler,-Sharon
TI: Writing as a Thought Process: Site of a Struggle.
PY: 1988
JN: Journal-of-Teaching-Writing; v7 n2 p67-79 Fall-Win 1988
DE: Classroom-Research; Conventional-Instruction; English-Instruction; Foreign-Countries; Language-Usage; Naturalistic-Observation; Secondary-Education
DE: *Writing-Across-the-Curriculum
AB: Explores how written text emerges from classrooms and wider socio-cultural contexts by examining writing in art, English, biology, sociology, history, and geography classes in a London secondary school. Asserts that writing is a mode of inquiry embracing a variety of language transactions as students make meaning of their world. (MM)

AN: EJ379988
AU: Hightshue,-Deborah; And-Others
TI: Writing in Junior and Senior High Schools.
PY: 1988
JN: Phi-Delta-Kappan; v69 n10 p725-28 Jun 1988
AV: UMI
DE: Secondary-Education; Teaching-Methods
DE: *Essay-Tests; *Expository-Writing; *Seminars-;
*Writing-Across-the-Curriculum; *Writing-Exercises
AB: Secondary teachers returning from Cummins Engine Foundation Writing Project seminars (Indiana) shared their ideas about integrating writing skills with various academic subjects. This article provides helpful hints to teachers of business, electronics, English, foreign languages, home economics, mathematics, science, social studies, and vocational education. An inset recommends practice essay exams. (MLH)

AN: ED300821
AU: Howell,-Margaret
TI: Writing across the Curriculum Applied to Individualized Reading.
PY: 1988
NT: 10 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: High-Schools; Individualized-Instruction; Reading-Assignments;
Student-Journals; Teacher-Developed-Materials
DE: *Individualized-Reading; *Reading-Programs;
*Writing-Across-the-Curriculum
AB: This teaching unit describes an elective reading course for high school students incorporating the goals and methods of writing across the curriculum. Students choose the books they want to read and read in class at least two days each week, and write a brief journal entry at the end of the class period. Students also have the option of writing a letter to fellow students giving their opinion of the book. Course objectives, lesson plans, procedures, evaluation, and a list of teacher-developed material is included. Forms for recording daily work, individual reading goals, and instructions for writing the journals are attached. (RS)

AN: EJ379986
AU: Jenkinson,-Edward-B.
TI: Learning to Write/Writing to Learn.
PY: 1988
JN: Phi-Delta-Kappan; v69 n10 p712-17 Jun 1988
AV: UMI
DE: Elementary-Secondary-Education

DE: *Learning-Strategies; *Student-Writing-Models;
*Writing-Composition; *Writing-Across-the-Curriculum
AB: Writing need not be a minefield of run-on sentences, misspellings, and trite expressions, but should serve as a powerful catalyst for learning. Teachers focusing on the writing process in various disciplines take students through prewriting activities, writing a draft, peer review of a draft, revising, editing, rewriting the final draft, and publishing steps. Student samples and teaching strategies provided. (MLH)

AN: EJ388601
AU: Jordan,-Diane-Martin; Moorhead,-Michael
TI: Writing across the Curriculum: The Mentor Project.
PY: 1989
JN: Teaching-English-in-the-Two-Year-College; v16 n2 p99-103 May 1989
AV: UMI
DE: Essay-Tests; Interdisciplinary-Approach; Mentors-;
Two-Year-Colleges; Writing-Evaluation; Writing-Skills
DE: *Writing-Across-the-Curriculum
AB: Describes a program which pairs English instructors with instructors from other disciplines to improve student writing by developing writing assignments, grading techniques, and essay testing components. (RAE)

AN: ED293123
AU: Kurfiss,-Joanne
TI: Do Students Really Learn from Writing?
PY: 1985
JN: Writing-Across-the-Curriculum; v3 n1 p3-4 Dec 1985
NT: 4 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Higher-Education; Notetaking-; Secondary-Education;
Teacher-Attitudes; Writing-Skills
DE: *Content-Area-Writing; *Interdisciplinary-Approach;
*Writing-Across-the-Curriculum; *Writing-Instruction
AB: Studies on the Writing Across the Curriculum program indicate that writing is a valuable learning tool, and that writing about a specific content area presents unique problems which are best addressed by the content specialist. Two assumptions underlie this program: (1) writing can help students learn and think about content in any discipline, thus helping to achieve the goals of the instructor; and (2) writing used for learning does not require explicit teaching of writing--only the use of writing as a pedagogical tool. This highlights writing for the discipline's sake, not writing for its own sake. One characteristic of writing used in this way is that most or it is not graded, and only some of it is even examined by the instructor. Notetaking, "microthemes," and short essay study questions are helpful Writing Across the Curriculum strategies. One objection to Writing

Across the Curriculum addresses the question of student motivation to complete non-graded assignments. However, once students see that they are writing for a clearly defined purpose related to their ultimate course grade, they are likely to complete the assignment. Writing instructors are not suggesting that professors in other disciplines teach writing; rather, they are asking other instructors to extend their efforts for the sake of all disciplines and students' success in them. (Ten references are appended.) (MM)

AN: EJ379991
AU: Leopold,-Allison-Hawes; Jenkinson,-Edward-B.
TI: The Cummins Engine Foundation Writing Project: A Cooperative Venture with Public Schools.
PY: 1988
JN: Phi-Delta-Kappan; v69 n10 p740-45 Jun 1988
AV: UMI
DE: Elementary-Secondary-Education
DE: *Educational-Cooperation; *Public-Schools; *Seminars-; *Writing-Across-the-Curriculum
AB: In 1985, Indiana University established the Cummins Engine Foundation Writing Project, a writing-across-the-curriculum project for nine school corporations in the Columbus (Indiana) area. This article presents 14 conclusions and observations drawn by seminar directors after the project's first three years. Includes a bibliography of 20 books. (MLH)

AN: EJ387148
AU: Lewis,-Melva; Lindaman,-Arnold-D.
TI: How Do We Evaluate Student Writing? One District's Answer.
PY: 1989
JN: Educational-Leadership; v46 n7 p70-71 Apr 1989
AV: UMI
DE: Elementary-Secondary-Education; Teacher-Participation
DE: *Holistic-Approach; *Parent-Participation; *Student-Attitudes; *Writing-Across-the-Curriculum; *Writing-Evaluation
AB: Teachers in Iowa's North Scott School District have become writers helping their students learn through the writing process approach. The district's reading assessment is based on student writing samples, cumulative writing folders, and a holistic evaluation system. Includes two references. (MLH)

AN: EJ393527
AU: Lindaman,-Arnold-D.; Lewis,-Melva
TI: Writing Instruction Is Changing, and so Should Writing Assessment.
PY: 1989
JN: American-School-Board-Journal; v176 n8 p17,39 Aug 1989

AV: UMI
DE: Elementary-Secondary-Education; Portfolios-Background-Materials; Workshops-
DE: *Inservice-Teacher-Education; *Writing-Across-the-Curriculum; *Writing-Evaluation; *Writing-Instruction
AB: An Iowa school district's inservice program introduced nearly 150 teachers to the writing process to help the teachers be more effective as writers and as teachers of writing. Direct measures evaluate both the writing curriculum and students' improvement in writing: writing samples, each student's cumulative writing folder, and a formal assessment. (MLF)

AN: EJ371704
AU: Mayer,-Bernadette; Worsley,-Dale
TI: Science Writing: Questions and Answers.
PY: 1988
JN: Teachers-and-Writers-Magazine; v19 n5 p4-5 May-Jun 1988
AV: UMI
NT: Special Issue: Science Writing.
DE: Discovery-Learning; Science-Instruction; Sciences-; Scientific-Attitudes; Secondary-Education; Student-Motivation; Writing-Exercises; Writing-Improvement
DE: *Content-Area-Writing; *Writing-Across-the-Curriculum; *Writing-Instruction
AB: Addresses many questions teachers might have about incorporating writing in science curricula. (JK)

AN: EJ388479
AU: McLeod,-Susan
TI: Defining Writing across the Curriculum.
PY: 1987
JN: WPA:-Writing-Program-Administration; v11 n1-2 p19-24 Fall 1987
DE: Educational-Philosophy; Faculty-Development; Freshman-Composition; Higher-Education; Peer-Evaluation; Tutoring-
DE: *Definitions-; *Educational-Change; *Writing-Across-the-Curriculum
AB: Discusses the philosophical bases (cognitive and rhetorical) and the various institutional manifestations (freshman composition courses, adjunct and upper division courses, faculty seminars, and writing consultants) of writing across the curriculum. Argues that, at its best, writing across the curriculum means a change in the entire educational process. (RS)

AN: ED306184
AU: Mielke,-Nedra-S.
TI: Writing Across the Curriculum as Applied in an Enrichment Classroom Setting.

PY: 1988
NT: 11 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Creative-Thinking; Critical-Thinking; Educational-Improvement; Elementary-Education; Enrichment-Activities; Futures-of-Society; Instructional-Innovation; Simulation-
DE: *Class-Activities; *Field-Trips; *Program-Descriptions; *Social-Studies; *Teaching-Methods; *Writing-Across-the-Curriculum
AB: This document describes a project in which elementary school students explored the problems experienced by early pioneers and compared them to similar problems that will face future space pioneers. Comparing a past way of life to the present and future helps students examine and understand change in the physical, social, and cultural environment, and factors that precipitate change. In this project students: simulated early pioneering experiences, identified the impact of the environment on the early settler way of life, compared the self-sufficiency of settlers to human characteristics necessary for "future" societies, developed decision-making and problem-solving skills, and participated in daily writing activities related to the pioneer theme. Specific activities in this 6-week program included student use of the Interact simulation "Pioneers" and a full day experience in a one-room school where students dressed and learned as they would have in the 1880s. Another group of students did in-depth study of future environments both on the planet Earth and other planets. Students were given the opportunity to "uninvent" one modern-day invention and evaluate the repercussions of their actions. Student readings include "Little House in the Big Woods" by Laura Ingalls Wilder and "The Little Prince" by Antoine de Saint Exupery. Other activities are listed and evaluation criteria are presented. Materials include letters to parents and students explaining the program and a short biography of Laura Ingalls Wilder. A 7-item bibliography is provided. (GEA)

AN: ED306184
AU: Mielke,-Nedra-S.
TI: Writing Across the Curriculum as Applied in an Enrichment Classroom Setting.
PY: 1988
NT: 11 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Creative-Thinking; Critical-Thinking; Educational-Improvement; Elementary-Education; Enrichment-Activities; Futures-of-Society; Instructional-Innovation; Simulation-
DE: *Class-Activities; *Field-Trips; *Program-Descriptions; *Social-Studies; *Teaching-Methods; *Writing-Across-the-Curriculum
B: This document describes a project in which elementary school students explored the problems experienced by early pioneers and compared them to similar problems that will face future space pioneers. Comparing a past way of life to the present and future helps students examine and understand change in the physical, social, and

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AN: EJ371706
AU: Peck,-Carol-F.
TI: Science and Poetry Writing in the Elementary School.
PY: 1988
JN: Teachers-and-Writers-Magazine; v19 n5 p11-13 May-Jun 1988
AV: UMI
NT: Special Issue: Science Writing.
DE: Creative-Writing; Elementary-Education; Elementary-School-Students; Science-Instruction; Sciences-; Writing-Across-the-Curriculum; Writing-Skills
DE: *Content-Area-Writing; *Poetry-; *Student-Writing-Models; *Writing-Exercises; *Writing-Instruction
AB: Presents elementary school children's poetry about a variety of scientific topics. Indicates that children make no false dichotomy between science and poetry. (JK)

AN: EJ379745
AU: Risk,-Tracy-A.
TI: Understanding Math through Language.
PY: 1988
JN: Exercise-Exchange; v34 n1 p34-36 Fall 1988
AV: UMI
DE: Elementary-Education; Grade-6; Junior-High-Schools; Mathematics-Instruction; Problem-Solving; Student-Journals; Writing-Across-the-Curriculum; Writing-Processes
AB: Argues that students need to be able to solve daily problems, set goals, and identify strategies for themselves. Suggests two methods for teaching these skills while reinforcing and incorporating the

crucial processes of writing and language skills into learning mathematics: A Problem of the Week and Thinking Journals. (RAE)

AN: EJ383682
AU: Sensenbaugh,-Roger
TI: Writing across the Curriculum: Evolving Reform (ERIC/RCS).
PY: 1989
JN: Journal-of-Reading; v32 n5 p462-65 Feb 1989
AV: UMI
DE: Content-Area-Writing; Educational-Change; Instructional-Effectiveness; Teacher-Role; Writing-Research
DE: *Writing-Across-the-Curriculum; *Writing-Instruction
AB: Describes the writing across the curriculum movement, citing research reports and articles which discuss its advantages and disadvantages. Notes several problems involved in effectively implementing writing across the curriculum. (MM)

AN: EJ378669
AU: Walker,-Anne
TI: Writing-across-the-Curriculum: The Second Decade.
PY: 1988
JN: English-Quarterly; v21 n2 p93-103 1988
DE: Higher-Education; Secondary-Education; Writing-Skills
DE: *Content-Area-Writing; *Writing-Across-the-Curriculum
AB: Seeks to clarify the concept of writing-across-the curriculum by presenting the rationale and the theoretical basis behind it. Provides evidence of the merits of such programs, discusses opposition against them, and examines research efforts which seem to demonstrate positive attributes of such programs. (SR)

AN: EJ368584
AU: Walker,-Ian
TI: Process Writing in the Content Areas.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n4 p243-53 Nov 1987
NT: Focus Issue: Non-narrative Writing.
DE: Elementary-Education; Integrated-Curriculum; Models-; Prewriting-; Writing-Across-the-Curriculum
DE: *Content-Area-Writing; *Writing-Instruction; *Writing-Processes
AB: Urges that teachers consider a broader view of the writing process and experiment with the notion of children applying the skills of process writing to their writing in the content areas. Outlines the major phases of process writing and discusses their application to writing in content areas. (MM)

AN: ED293131
TI: Writing across the Curriculum: 1983-1987. Focused Access to Selected Topics (FAST) Bibliography No. 2.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1988
NT: 4 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Content-Area-Writing; Elementary-Secondary-Education; Writing-Exercises; Writing-Improvement; Writing-Instruction; Writing-Skills
DE: *Annotated-Bibliographies; *Writing-Across-the-Curriculum
AB: A current selection from the many citations of material in the ERIC database, this bibliography offers practical information for introducing and implementing writing across the curriculum programs in elementary and secondary schools. The bibliography is divided into sections on (1) writing across the curriculum (8 citations); (2) writing to learn in different disciplines (6 citations); and (3) program descriptions in the database (8 citations). (JK)

AN: ED299591
AU: Yates,-Joanne-M.
TI: Research Implications for Writing in the Content Areas. What Research Says to the Teacher. Second Edition.
CS: National Education Association, Washington, D.C.
PY: 1987
AV: NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1077-9-00, $2.95).
NT: 35 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Bilingual-Education; Elementary-Secondary-Education; English-Instruction; History-Instruction; Mathematics-Instruction; Science-Instruction; Second-Languages; Social-Sciences; Writing-Research
DE: *Content-Area-Writing; *Educational-Objectives; *Instructional-Design; *Interdisciplinary-Approach; *Writing-Across-the-Curriculum
AB: The ideas of John Dewey and his fellow progressives have resurfaced in a movement called "writing across the curriculum." Interdisciplinary studies are now being seen as a way to break down the artificial boundaries between subject areas. Research has confirmed that language learning and experience are at the heart of education. The implications are that instruction should be based on the personal and linguistic growth of the child rather than on the mastery of facts or concepts in particular disciplines, and subject areas should be used to provide students with the new experiences they need to broaden their knowledge. Researchers and educators propose a teaching philosophy and approach based on the concept of "learning by doing," which would mean much more talking, writing, and reading in

the classroom. A number of ways for teachers to promote more language activities to help students learn include (1) organizing course content around central ideas or themes to give language assignments direction, focus, and purpose; (2) using the writing process to give teachers a more active role in their students' learning; and (3) utilizing journals, reading notes, or learning logs to provide students with the opportunity to describe and explore their own experiences. Teachers can use these and other ideas to integrate new techniques and current information into their teaching methods. (One hundred and eighty-six references are appended. (MS)

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